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ABSTRACT

The Bureau of Indian Affairs (BIA) Cultural Studies Center organizes national and international resource materials; develops updated and accurate information on American Indian culture; and provides other corollary activities related to research, curriculum, and training support. The 7 objectives of the BIA field unit are designed to establish a specific center that serves resource and general education needs in the study of American Indians; provides support for curriculum development and teacher training; and develops newer and more accurate resource materials through the Institute of American Indian Arts. The Center maintains contact with national and international resource programs and Indian institutions. Materials are developed on a basis of need, through solicitations from tribal groups and informal information gathering. Major dissemination is provided through contract provisions made with tribes and individuals. The appendix presents an outline for proposals and a schematic description of the Cultural Studies Program and related projects. (KM)

ED 078979

FUNCTIONAL STATEMENT

RESEARCH

AND

CULTURAL STUDIES

DEVELOPMENT SECTION

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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BUREAU OF INDIAN AFFAIRS

INSTITUTE OF AMERICAN INDIAN ARTS

SANTA FE, NEW MEXICO

SEPTEMBER, 1971

007086

RESEARCH AND CULTURAL STUDIES DEVELOPMENT SECTION

Statement of Philosophy:

The Bureau of Indian Affairs is established under law to provide special services and leadership in development of programs for the American Indian community. Paramount in this responsibility is the role of educational leadership and program development. At a time of increased national awareness for special cultural education in all instructional programs, specific requirements for Indian education, considered in cultural values, systems, traditions, are especially critical to Bureau of Indian Affairs teacher training, curriculum development and general support functions in resource materials and research. The Cultural Studies Section provides a specific point in the Office of Education, BIA, for the organization of national and international resource materials, development of updated and accurate information regarding the cultures of the American Indian, and other corollary activities related to research, study and resources materials production for the support of general education, teacher, resource (IMC, library), pupil research needs and curriculum support and training support.

I. OBJECTIVES:

The Cultural Studies Section, a field unit of the Office of Education, Bureau of Indian Affairs, is established to meet the following areas or general objectives:

1. to provide a specifically designated unit within the BIA education structure that serves research, resource materials development, and general educational support needs in the study of the American Indian;

2. to provide a specific area in the BIA that responds to inquiries for assistance in locating or developing resource/instructional materials for American Indian Studies;

3. to provide support, through cultural studies research and material development, for curriculum development, teacher training, and resource center personnel (IMC, library) orientation;

4. to represent the Bureau of Indian Affairs in symposia, conferences, other activities in and outside the Bureau of Indian Affairs when considering the development and use of cultural studies materials;

5. to foster the development of newer and more accurate resource materials either through the activites of the Cultural Studies staff or by efforts of tribes, qualified individuals or other agencies supported through resources of the CSS;

6. to establish a coherent, consistent system of location, organization, and dissemination of resources in cultural studies within the Bureau

of Indian Affairs for its personnel in instruction, curriculum development, and teacher training;

7.. to develop innovative presentations and designs of cultural resource materials through utilization of the Institute of American Indian Arts occupation training resource personnel and facilities;

II. MODE OF OPERATION:

Cultural Studies staffing is minimal. A small staff provides for a team operation with each member anticipating and complementing the other members in the achievement of program objectives and project development. Specific job descriptions are attached (Appendix A); however, the following staff pattern and brief job description for each position gives an overview of staff functions:

Director: Responsible for overall coordination and determination of program objectives and activities.

Research Assistant: Responsible for specific, in-depth research while assigned to projects; at the same time carries on general research activities in all areas of cultural resource development.

Program Analyst: Supervises contracts with tribes and other agencies or individuals to assure performance objectives are met; analyzes effectiveness of program projects to determine if such projects are to be continuing or exploratory; assists in evaluation of cultural studies program objectives advising Director of revisions where and when advisable.

Program Assistant: Responsible for office organization and operation including budget, personnel, other technical services activities; assists in program activities as planning, evaluation and coordination.

Program operation can be divided into four areas:

(1) Location of resources;
(2) Organization of materials for reference and applied use;
(3) Development of materials;
(4) Distribution of materials

Underlying all preceding points are the following activities: maintaining currency on technical developments in materials production, e.g., computerized retrieval, etc.; contribution to educational community in areas of cultural studies and materials development, including national and international programs.

More specific functions in each area can be described as follows:

IDENTIFICATION AND LOCATION OF RESOURCES: The Cultural Studies Center maintains contact and liaison with such national and international

resource programs as Smithsonian Institution, Peabody Museum, Human Relations Area Files (University of Utah), Doris Duke Oral History Centers (six major universities), Museo Nacional de México, Instituto Indigenista Inter-Americano, national Indian institutes throughout Mexico and South America; Musée de l'Homme (Paris). Through correspondence and professional activities (symposia participation, joint project development programs, etc.) the Cultural Studies staff and other agencies exchange information on research activities, other cultural studies program activities. From such contacts a continuing reference system of sites and activities engaged in cultural studies research and materials development is possible.

ORGANIZATION OF MATERIALS: The Center develops bibliographies, filmographies, announcements, guides and other suggestions regarding dissemmination and use of cultural studies materials. At the Center and its adjunct facilities, located at the Institute of American Indian Arts (Research Center Collection) a major basic resource and research collection has been established. Included in this collection are:

Bibliography of the Indians of the Americas. A listing, over 52,000 cards, of all publications dealing with American Indian culture. Additions to this collection are made periodically to maintain a current reference.

Smithsonian Institution Photographic Archives Collection. Two copies of every photograph contained in the Smithsonian Photographic Archive are located in the Center's repository. Total copies number 12,000.

Indian Music Collection: Indian music collections gathered at the Universities of South Dakota and Oklahoma are housed at the Center. Over 500 hours of music are recorded in this selection.

Oral History Collection: Selected tapes and typescripts duplicated from the Doris Duke Oral History projects at the Universities of Arizona, New Mexico, Oklahoma, Utah, South Dakota, Illinois, and Florida are located at the Center. This material constitutes a living record of rich oral tradition materials.

IAIA Resource Materials and Program: At the Institute the best major collection of contemporary Indian art is located. Programs now initiated in occupational training areas of cinematography, teacher training in the arts, museum training, and graphics arts provide a major support program for cultural materials development and training. Program and personnel, including IAIA teachers and students, should be brought into materials development programs on and off the Institute campus.

Collectively these resources consitute one of the richest and most comprehensive research-reference collections in the United States. The materials and persons provide full-range services and information in support of individual research needs, tribal or other agency projects, and materials for utilization in training (workshop) programs.

MATERIALS DEVELOPMENT: Two basic categories for materials development activities exist in the Cultural Studies Program; (a) materials developed on the basis of the Center's determination of need (b) materials developed through solicitation of proposals from tribal groups (c) materials developed on needs determined through formal survey or questionnaire information from teacher or other sources, and by means of informal gathering of information.

In the case of materials developed by the Center per se, the staff determines areas needed for teacher or general reference, or where gaps exist for which no materials are being developed. Examples of materials developed in this category by the center are a filmography of ethnographic film published by the Anthropology Film Center, Santa Fe, New Mexico, under contract with the Cultural Studies Center-Bureau of Indian Affairs and a tribal government text/handbook written under contract with an American Indian professor of anthropology (Princeton) and professor of history (University of Utah).

In the effort to develop more cogent and culturally relevant materials, the Center has supported oral history-tribal history text, Indian literature and folklore projects. From these projects result histories, literature collections, and other instructional resource materials. Through location, organization and interpretation of materials for publication, a tribe becomes acquainted with the range of resource materials relating to its heritage. Such projects hopefully bring the tribe to a position where it becomes an authority on its history and culture. Follow-up or concomitant programs in the tribal development of materials include teacher training (preservice, inservice) workshops, curriculum development projects, formation of tribal resource persons, and similar educational projects that provide maximum application of the expertise in the tribal community.

DISSEMINATION OF MATERIALS: Major dissemination is provided through contract provisions made with tribes and/or individuals for the development of projects. Future developments anticipate the Instructional Services Center will be available for dissemination of large quantities of materials. However, in most instances, the contracting agency, tribe or private concern, will be responsible for handling the movement of materials.

BACKGROUND ACTIVITIES:

Educational Technology: Monitoring of developments in the field of educational technology is performed. Through advancements in retrieval systems, organizing and dissemination of information in all media, communications systems that facilitate international sharing of cultural studies information, and other activities, the Center hopes to improve program and services.

Participation in Professional Activities: The Center's staff is encouraged to participate in professional activities, such as national and international conferences dealing with the pedagogical and discipline content aspects of cultural studies development. Examples of this activity can

be cited in the Director's participation in such activities as the following: Discussant, American Ethnological Society Symposium: "Dialogue Between North American Indians and Anthropologists," Southwestern Archeological Association, University of Arizona; invited participant, XXXIX Congreso Internacional de Americanistas, Lima, Peru; Speaker, Graduate Summer Program, St. John's College, Santa Fe, New Mexico; Speaker, National Council for the Social Sciences, Denver, Colorado; Member, Education Subcommittee, National Council on Indian Opportunity, Office of the Vice President of the United States.

Active participation in the full range of scholarly and professional educational organizations is urged for all members of the staff. The staff should serve as a liaison factor between Indian community developments and the general developments in education. In this capacity, the Center is in a prime position to influence other agencies, organizations and individuals who are perhaps less directly associated with cultural studies in Indian education, but constantly aware of the role of cultural studies as a key in developing pluralism as a concept in general education.

EVALUATION:

Evaluation connotes two aspects of the Center program:

1. Evaluation of cultural studies/resources needs and developments in a local-national, BIA-non-BIA, total educational level (i.e., early childhood through higher education) contexts. On the basis of evaluation of needs and/or developments in these areas, the Center is able to provide services as a coordinator of cultural studies for BIA program application. On the basis of these evaluations the Center can more intelligently design its program objectives as a partner in a larger network of cultural studies and materials development.

2. Evaluation of programs supported directly through the budget and other participation of the Center. Evaluation of such projects includes criteria as:

   - Does the project directly assist the classroom situation (teacher training, curriculum, student learning materials, etc.)?
   - Does the project contain provisions for continued generation of funding support that allows the Bureau to phase out its participation?
   - Does the project demonstrate tribal community involvement and acceptance of its validity as an educational program or cultural heritage program?
   - Is there indication of the interest and commitment by non-BIA educational agencies (state department of Education, local school district, parent-teacher association, etc.) in the continuance of the project or program?

III. PROGRAM APPLICATION:

Suggested applications of the resource and materials development program founded in the Cultural Studies Center include:

1. Open Resource Collection: Materials in all media are available for individual student, teacher, tribal official, or other uses.

2. Publications: Development of tribal histories and literatures based on oral tradition sources has been achieved in the Center's work with Zuni, Nez Perce and Southern Ute projects. The Center sponsored the publication of a tribal government text that attempts to provide insight to cultural differentiation in legal systems, processes, and concpts between the American Indian and European developments in law and legal institutions. An outgrowth of initial publications efforts includes development of audio-visual instructional materials (slide-tape synchronized, movies, sound tape, and other presentations).

3. Special Projects: Creative writing programs, located at the Institute, in the tribal community or other sites, should develop from the publications or other projects involving the research and writing of cultural materials. Part of this activity would include paraprofessional historian programs, teacher training workshops, curriculum development programs. Intern programs at the Museo Nacional de México, Smithsonian and other cultural centers is feasible. Oral history projects in support of or separate from the Doris Duke programs is a major responsibility of the Cultural Studies Center.

4. Tribal Affairs: Materials and services available through the Center are applicable to tribes in research on treaties, consultant services for community or cultural center development, assistance in adult education programs, such as tribal law and other programs. Educational research as differentiated from legal research is the only limiting factor in this activity.

5. Basic Reference Collection: The Center provides reference services and materials through filmographies, bibliographies, current affairs references, and materials for curriculum development.

6. Workshops: The Center is available for support services and materials development needs in preservice and inservice workshops for teachers, resources center personnel, and in cultural studies programs.

APPENDIX

POLICY AND PROCEDURE
TRIBAL MATERIALS
DEVELOPMENT PROPOSALS

BASIC OBJECTIVES

The Cultural Studies Research and Materials Development Section program attempts to meet objectives of: (1) location of existing resources for American Indian culture study; (2) organization of these resources for BIA teacher, student or materials center personnel in such a manner that materials are easily accessible; (3) development of materials in cooperation with tribes, foundations, universities, state, and federal agencies.

TRIBALLY-BASED PROJECTS

In fulfilling the last objective above, the Cultural Studies Section solicits proposals from tribes for development of cultural studies materials that accurately reflect American Indian history and culture. The Cultural Studies Section supports materials development projects through contract. Projects funded under such contracts must result in a "product" such as publications or multimedia materials. Research per se, cannot be supported by the Cultural Studies Research and Materials Development Section. In submitting proposals for consideration by the Cultural Studies Section, the following criteria should be considered:

CRITERIA

(1) Does the proposal contain provisions which indicate the project will be able to generate continued funding at the end of no more than two years of Bureau support? (BIA support may be possible only for one year, depending on the total budget estimate.) Provisions for commitment of tribal money, foundation support, university, local school district or other local assistance should be stated in correspondence accompanying the proposal.

(2) Does the proposal contain alternate project designs, with appropriate funding levels, that allow for flexible planning of BIA/other agency support? Alternate designs also give an idea of the continuity features of the project for consideration by other agencies, foundations, universities, etc., in support of portions, other subsequent phases, of the project.

(3) Can the tribe establish a publication or project committee to supervise the project contract, interpretation and control of materials development, and inquiries about further materials that may develop from the initial phases of the project? Such a board or committee provides continuity to the development of projects.

CONTRACT PROVISIONS

Contents and conditions vary in each contract depending upon the specific nature of project proposals; however, the following provisions are basic in principle to each contract: (1) Contracts are normally let directly to the tribe. The tribe may "subcontract" to other agencies or persons in any manner felt necessary to achieve the objectives stated in the proposal.

(2) Contracts stipulate the Bureau of Indian Affairs receives benefits from the project. For example, a certain number of copies of books or other materials developed by the project will be delivered to the Bureau. The Bureau in turn distributes these materials throughout the BIA and Johnson-O'Malley system in a "seeding" fashion. In this manner, the tribal program

reaches all educational programs including the school system adjacent to the tribal community and other schools throughout the nation. Distribution of material is planned to generate further orders which are directed to the tribe. An objective of the Cultural Studies Section includes the attempt to bring the efficacy of such tribally-derived projects to the attention of state departments of education. Through discussions on the value of these programs, mutual responsibilities, wider support and continued development of tribal histories, literatures, audio-visual aid materials is sought between BIA and other agencies.

(3) Contracts stipulate phases at which time progress toward final proposal objectives is assessed. Allocation of contract funds is contingent on "progress showed." Two factors enter into this matter. First, government contracts, by law, provide payment only for completed service or product; full payment of contract funds cannot be made prior to finished service or product. Therefore, if sufficient progress is not accomplished by the times stipulated in the contract, this office is legally bound to terminate the agreement.
Second, it is a concern of this office that the tribe become deeply involved in the development and control of program. Through direct contract, the Cultural Studies Section holds the tribe accountable for supervision of contract agreements, including performance of sub-contracts let by the tribe to other persons and agencies. By direct contract, the tribe controls use and interpretation of materials, especially rights to royalties should extensive publication occur.

PROPOSAL ITEMS

All proposals must include two basic documents:

(1) Cover letter, stating the request for BIA support and outlining briefly the nature of the project and final budget total.

(2) Proposal, including:

a. nature and objective of proposal (including "product" to be developed);
b. names of agencies or persons considered for subcontracted services, indicating the nature of their services;
c. endorsement of proposal by the tribal council through resolution or similar statements;
d. budget, with detailed breakdown, including support committed by tribe, foundations, university or other agencies;
e. alternate project designs, with appropriate budgets, to give flexibility to this office in allocation of support.

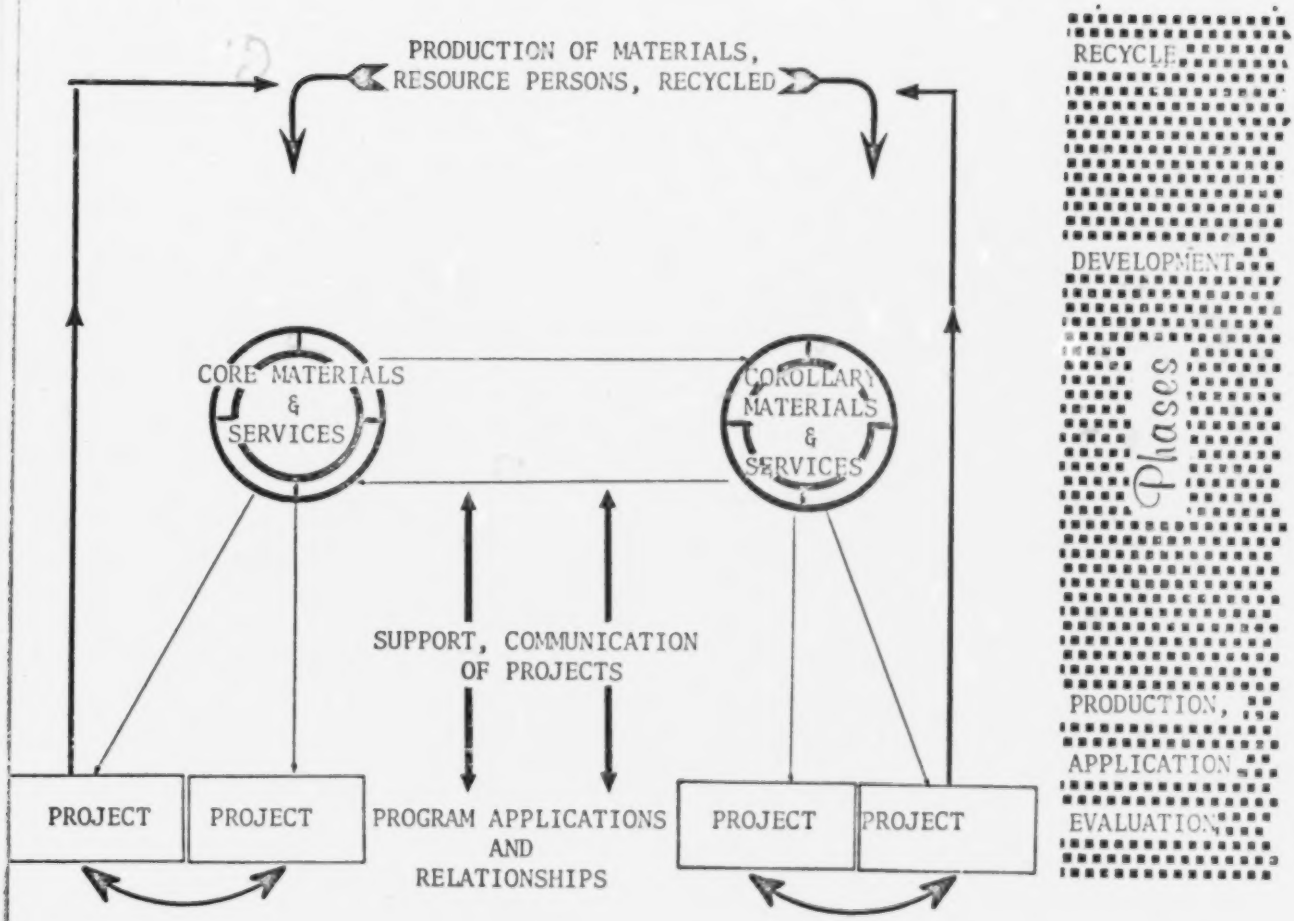
LIMITATIONS

The Cultural Studies Section cannot consider projects which are not endorsed and controlled by the Indian people. Individual research projects are not eligible under the limitations of funds and in terms of the primary objectives sought in finding and developing cultural studies materials derived from tribal resources.

Information provided on the following pages represents a schematic presentation of the method of operation and program relationshps of the Cultural Studies Program and other coordinated programs.

Pages following the overview schematic design detail aspects of various support and coordinate programs. Also, relationships of all activities to applied and evaluation phases of materials development projects are presented.

RESEARCH, MATERIALS DEVELOPMENT, PROGRAM SUPPORT
CULTURAL STUDIES SECTION



- o Core Programs stimulate planning, other utilization concepts regarding materials/program resources-reinforce, cross-fertilize concepts, projects development.
- o Core Programs related to Corollary Programs in mutually supportive manner; both programs can apply or relate to Education needs independently or jointly.
- o Yield from projects/program relationships results in resource materials, persons recycled through development phases.

Total Program Value: Liaison and Input of materials development in relation to Bureau-wide Education needs (curriculum development, teacher training, materials development).

PROGRAM APPLICATIONS & RELATIONSHIPS

Special Projects

- Creative Writing Program
- Para-Professional Historian Program
- Intern Museum Program
  - Smithsoniar
  - Museo Nacional de Mexico
  - Oral History Program

Publications

- Tribal History, Literature Texts
- Indian Government/Civics Texts
- Case Studies: Political, Social Systems
- A/V Multimedia Materials
  - Slides
  - Movies
  - Slide/Tape
  - Sound Tape

Tribal Affairs

- Tribal Government Handbook
- Indian Law Program
- Adult Education Program Material
- Treaty Reference Material
- Cultural Center Material Development

Open Resource Collection

- Tribal Officials
- Students
- Teachers
- Scholars
- Administrators

Basic Reference Collection

- Bibliographies
- Current Affairs References
- Curriculum Development

Workshop

- Support, Curriculum Development (local, national).
- Pre/In-Service Teacher Training
- Cultural Studies Programs
- Teacher Training:
  Use of Cultural Studies Resources; Critique of Sources; Concept of Applied Research.
- Resource Program Training:
  IMC
  Library

- *Represent examples of application of Cultural Studies Section resources (material, personnel, service).*
- *Individual projects yield pool of resource persons, added resource materials, and perception on Cultural Studies Program application in wider context of education.*

COROLLARY PROGRAMS
MATERIALS, SERVICES

Exchange Agencies

- Institute of International Education
- Instituto Indigenista Interamericano (Mexico)
- Indian Eskimo Association

National Resource Agencies

- Smithsonian Institution
- Library of Congress
- E.R.I.C.
- Data Banks

International Resource Agencies

- Instituto Indigenista InterAmericano
- Indian Eskimo Association
- Musée de l'Homme

University Programs

- Utah University
- University of California at Santa Cruz
- University of New Mexico
- Arizona University
- Brigham Young University

Professional Associations

- American Anthropological Association
- American Historical Association
- National Education Association
- National Indian Education Association
- Latin American Studies Association
- Western History Association
- Indian Historical Society
- National Council on Indian Opportunity (Subcommittee on Education)

Institute of American Indian Arts

- Private Industry
- Consultant (ES '70)
- Creative Arts Center
- "University Without Walls"

Instructional Services Center

- Disseminate
- Production
- Support

(General Education Program Emphasis)

Cultural Studies Section

- Coordinate
- Produce
- Contract
- Support

(Indian Culture Program Emphasis)

Consortium

- Institute of American Indian Arts
- Haskell Indian Junior College
- Southwestern Indian Polytechnic Institute
- Chilocco

o Provide specialized, general information on Cultural Studies, Training, Education Program Developments.

o Assist in formal, informal service capacities as consultants, partners in program production.

CORE MATERIALS AND SERVICES

- Indians of the Americas

  Bibliography Cards
  (52,000 +)

- Oral History Center
  Tapes

- Treaty Materials

  Microfilm

  Xerox

- Indian Arts Collection

  Institute of American
  Indian Arts

- Smithsonian Institution

  Anthropology Photo
  Archives

- Indian Music Tapes

  . Oklahoma University

  . South Dakota University

- IAIA Resources

  . Material
  . Program
  . Personnel
  . Facilities
  - Studios
  - Repository

  (Museum Training
  (Teacher Training
  (Graphic Arts
  (Cinematography

- *Major, comprehensive resource-reference collection.*
- *Designed for maximum utilization in teacher training, materials development, other applied programs.*
- *Priority use given to students, teachers, tribal officials, education specialists.*

PROJECT DEVELOPMENT & EFFECTS

	PRODUCT	EFFECT/RESULT
Tribal Project (Phase I)	Text	Inventory of Community Resources (Human, Material) Success Factor (Confidence) Initial Contact with Educational Programs, Agencies.
Tribal Project (Phase II)	Two categories of projects, Based on materials, expertise developed Phase I I. Materials . Texts . Kits . Slide tape . Etc. II. Services . Consultant: Curriculum development, teacher training resource materials. . Direct development of education programs	. Clarify, specify community resources & expertise. . Explore total application, options of educational project . Influence educational programs - Teacher training concepts - Curriculum development processes - History, Anthropology, Interdisciplinary approaches to research, teaching, training, - Criteria of foundation programs - State, local, education standards, goals, programs - Influence Legislative action, concepts on educational program.
Further Projects: Outgrowth of Phases I & II	. Publication Houses . Paraprofessional Historian Programs . Education Institutes in Satellite Concepts. . InterIndian Community Services Programs (Consultant, Corporations) . Cultural/Education center development	. Expands concepts & programs of economic development. (Publication programs materials development pervade entire community.)

Total Effect of Combined Project Developments:

- o Tribal communities enter the educational process (local school, university, technical programs) as innovators, catalysts, evaluators of programs affecting Indian education.

- o Greater community of educational agencies and professional educators are provided other dimensions and concep of education program needs (philosophy, concepts, techniques, accreditation criteria, facilities planning, etc.) based on direct experience with the local community.

- o More intelligent system of defining national needs and goals of Indian education can emerge, based on unique local needs, special characteristics of community and immediate social, economic and political environment. Collectively, local data form trends, common designs and sets of needs and directions that establish national norms and objectives.

- o Projects afford procedures that can appraise cultural systems and institutional manifestations. Tribal communities can evaluate factors of cultural conflict, continuity, change, dynamism. Realistic comprehension of significance of cultural development phenomena (nativistic movements, compartmentalization, pluralism, etc.) can be achieved and applied in educational program design for present and future needs.

- o Inventories of community expertise and local resources demonstrates relative self-sufficiency of Indian communities.